DOCUMENT RESUME

ED 144 690 PS 009 506

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TITLE Learning for Living: A Program Prepared for Use in a Group Home for Children. Leader's Guide (Experimental Edition).
INSTITUTION Salvation Army. New York, N.Y.
SPONS AGENCY Office of Child Development (DHEW), Washington, D.C.
PUB DATE 76
GRANT OCD-CB-463
NOTE 30p.; For related documents, see PS 009 498-505 and PS 009 507-511
AVAILABLE FROM The Salvation Army, 120 West 14th Street, New York, New York 10011 ($1.50)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Child Care; *Curriculum Guides; Demonstration Programs; Disadvantaged Youth; Family Problems; Interpersonal Relationship; *Leaders Guides; *Parenthood Education; Pregnant Students; *Residential Programs; Self Esteem; *Teenagers

ABSTRACT

This report describes an Education for Parenthood demonstration program developed by the Salvation Army for teenagers living at a Salvation Army children's home in Philadelphia. Weekly sessions, held over a 6-month period, emphasized self-esteem, knowledge about children, and career development in the child care field. Firsthand experience in a day care center was coordinated with classroom sessions. Use was made of role-playing and of family visits. (BF)

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LEARNING FOR LIVING

A PROGRAM PREPARED FOR USE IN

A GROUP HOME FOR CHILDREN

PS 009506

LEADER'S GUIDE
EXPERIMENTAL EDITION

This report, prepared by Marlene Gordon, Social Worker at The Salvation Army Ivy House Children's Home in Philadelphia, records their experience with the Education for Parenthood program. Donald Wallace, program director at Ivy House, prepared and directed the program the first year, Ms. Gordon the second. Overall, Paul Verner, administrator, guided and encouraged this two-year test.

The report is prepared as part of The Salvation Army's Education for Parenthood program under Grant No. OCD-CB-463, Lt. Colonel Edith A. MacLachlan, Project Officer.

* *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

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INTRODUCTION

Reality is the understanding of life. The Salvation Army Ivy House Children's Home, being reality-oriented, stresses the building of independence and a positive self-image; as well as other motivational tools needed to adapt to a changing society.

Our function is group care for the child who needs care away from his own family and who, for good reason, cannot be placed in a foster home. Our facilities are available to children whose parents, either by death of one or both, or by long-term illness, or by divorce, or by separation or willfull neglect, cannot or will not maintain a suitable home life for them; and to children whose homes may be intact but are referred by a specialized agency as a part of a total plan of family treatment and rehabilitation. The following groups of children are included within these limits:

Children with developmental, general relationship, or family difficulties.

The child with strong relationships to his parents, where either or both could not tolerate the intrusion of foster parents or where the intrusion of foster parents might be destructive to the relationship.

The adolescent who needs to live with a group of his peers.

Children who are part of a large family group with close ties.

Children who may have had their first contact with the law. This would apply generally to the younger child who has committed a less than grave anti-social act and whose problems seem most likely to be grounded in the insecure home life of a broken home and a lack of proper care and supervision.

No child under school age nor over fourteen years of age, except with brothers and sisters as a member of a family group. Children may remain until age eighteen or graduation from highschool or until they complete a vocational program.

The Education for Parenthood program was able to explain the realities of life in each phase of development. For many of the participants, the program offered knowledge, application of principles, on-the-job training, and the development of better self-understanding. This, all leading to the increased depth

of existing relationships and the formation of new ones.

The program at Ivy House, or any other residential program dealing with deprived and neglected youngsters, cannot always follow the curriculum outline. From time to time, there was a special need or an incident in question which took priority. At the time, one of our residents had an adverse reaction to a drug. At this point in the program, a physician who heads one of the hospital drug centers was asked to speak to the group. With him, he brought all forms of drugs most commonly found on the street. He stressed the reality of his only being able to educate them as to the purpose and reaction when a drug is prescribed medically, or the effects when the drug is abused. It was an individual decision as to choice.

Another example would be when one or more of our residents reach the age of eighteen, and due to lack of family support, go into independent living. We then discuss where and how to look for a job or ongoing educational programs, how to write a resume, how to fill out an application. Also, budgeting and banking, apartment hunting, buying a car, and anything else relevant to being on one's own.

As is evident here, the Education for Parenthood was, and will continue to be, a strong part of the Ivy House program as it meets the needs of the youngsters in placement.

GOALS AND OBJECTIVES

The overall goal of the Education for Parenthood Program was to provide low-income youth, 12 - 18 years of age, with information and experiences which will help them to make informed and meaningful decisions on matters related to the life cycle.

The primary objectives were as follows:

To promote the formation of a positive self-image.

To promote the development of self-insight abilities.

To increase the participants' knowledge about the physical, psychosocial, and emotional development of children.

To increase their understanding of the behavior of children and role of parents.

To provide structured experience in the care of young children.

To introduce participants to various child care career opportunities.

To educate participants in all facets of adulthood and responsibility.

The goal of the program is directly reinforced by each individual objective. The Education for Parenthood Program at Ivy House was able to meet many of the objectives, and therefore, near our goal. There have been several positives from our program. Several of the participants had summer jobs in the field of day care. Also, three of the participants were chosen to be counselors-in-training at Camp Ladore for the summer.

Through group interaction in the program, individual experiences in the day care centers, and the diversity of knowledge offered in the weekly class, each participant has acquired more self-confidence and a stronger self-image.

RELATIONSHIPS - REINFORCEMENTS OF OBJECTIVES

Self-Awareness

At the beginning of the program the major percentage of students had little self-understanding or knowledge of children's needs. As the session progressed and the students began their day care field placements, they became increasingly aware of how to deal with their strained family involvements. Their experiences provided more self-confidence for each student, thus enabling them to reach a higher tolerance level for existing situations.

Due to our students' unusual situations and family backgrounds, in most cases considerable social and emotional deprivation, it is going to be an extended on-going process before a true understanding of capabilities and limitations is recognized. Our students feel that they are on the road to realizing these capabilities and limitations through their successful and rewarding field placements.

Students are placed in the Day Care Center as a learning experience. For this reason, they are motivated to accept any and all advice offered by staff. At weekly sessions, students are given the opportunity to relate experiences and discuss skills and techniques.

Having the direct experience in correlation with class sessions, the students are given the direction necessary to work with and understand younger children. Through group relating, it is easier for them to recognize and accept mistakes and learn appropriate skills. The continuing first-hand experience, in the field, together with the classroom setting enables personal growth for each student at their own rate of speed. In turn, this enhances a positive self-image with personal success.

Relating With Others

The group experience was successful for Ivy House residents. At the onset of the program, many of the participants couldn't get along in their living situa-

tions, either with staff or peers. As time progressed, and more experiences and feelings were shared, the group became more cohesive and there was an identity linked to it.

Students in the group were given the opportunity to play-act various situations. We began role-playing with day care situations between two children, a group of children, a child and an adult, children and adult intervention, adolescent situations with peers and adults. Each new situation was acted out and then discussed by the group. Next we related it to personal situations. It was most effective in making the group more aware of their own relationships. As these students all live in placement, it gave them finer skills to relating to staff and forming relationships.

Family visiting also occurred. This experience opened the door to the understanding of the diversity in family structure. Families in the community open their homes to small groups of our Education for Parenthood students. Areas of discussion can be diversified: "How does it feel to have a baby?" "Why did two-year-old Susie just kiss me?" "How much do you earn for a living?" "Do both parents work?" "How do you budget your money?" "Is a mixed marriage, either by faith or by race, problematic?" The questions were mainly spontaneous and appropriate. The families were relaxed and welcomed the students.

Within the day care setting, the students were offered the opportunity to develop meaningful relationships with children much younger than themselves. It was then necessary for the student to sever this relationship in view of our program structure. They then were able to carry these experiences and feelings over into their personal lifestyles. This gave ease in accepting their own family crises.

Attitudes and Approaches to Life

Our students are very idealistic. They have many preconceived judgments,

which in most cases are wrong. Through the program, and the many ideas presented, more positive attitudes towards life and the idea of becoming a parent were built.

Initially our students were apprehensive about field placements; however, after a few visits they viewed the environment enthusiastically.

Each student was given the responsibility of working with one or two children individually. The realization for the need to be firm, consistent, sensitive, and to become an advocate, became most apparent. The need for structure and consistent limits and controls was recognized as a need for all young children to give direction to their lives. Giving a young child a small problem that he can solve rather easily makes one feel good about himself and enables him to deal with more difficult tasks. This was related to each individual student, making them more aware and giving them a better self-understanding. It also made it easier for the students to come back to the instructor or the class, and discuss a question which they feel was mishandled. Their understanding of the dynamics of human interaction, through this program, developed a greater ability to accept the present.

Utilizing the group for reality sessions brough significant change. In sharing their individual reasons for placement with the group, a common bond was created. It also gave the students an outlet for their frustrations and disappointments. All types of families were discussed as far as structure and involvement - the single-parent family, the family without children, the family with children, interracial families, interfaith families, three-generation family, etc.

Human Sexuality

The common factor for each participant in the program was being in placement, away from their own families. The acceptance of their situations and their own personal future goals have no significant bearing on one another. The only problem that this creates is an over-sensitivity to relationships that may not turn out quite perfect. Discussing natural sexual feelings became somewhat easier

by expressing them as a group.

Feelings of becoming parents themselves were changed in some of the students' minds after working in the day care center. Also, the in-home family visits made quite an impact on the students. Some of the remarks following one such visit were: "Gee, that couple seem to have a really good marriage."; "Hey, it's OK for a man to take care of a baby."; "There is a lot of responsibility in raising a family."; "There are ways to be happy without having a lot of material things."

Utilizing family physicians and groups such as Planned Parenthood, the students were educated in contraceptive devices and venereal disease. The informality of the class allowed the students to ask questions which would otherwise be embarrassing.

The primary instructor of the class was a parent herself with a pre-school child. She was able to relate the stages of pregnancy, delivery, care of an infant, and the growing needs and observations of a small child.

Children

Each participant in this program is a youngster residing in placement away from natural family. Each one has experienced feelings of rejection and lack of nurturence. Each student has begun to develop a growing awareness of the child as a being in his own right.

Gradually, the students are developing the needed skills to deal with the many problems that a child has, i.e., development of self-esteem, ability to show love, and ability to accept problems and find solutions.

Group sessions consisting of both lecture and feedback encompassed areas from conception to birth, child development, instinctive behavior versus learned behavior, limit-setting and consistency, how to create a positive experience, and

how to motivate independence. Also, the need to see a youngster's world through his eyes and offering skills in relating to small children. All of these ideas were presented prior to field placement as a means of preparation. Once again, this knowledge incorporated with practical experience was brought to light in the classroom discussions. This permits the students to share positive and negative ideas which they had used the preceding week.

The students experienced a new role with different expectations. They became aware of the children relating to them and the need to modify their own behavior to meet the needs of the environment. This learning experience placed the student in a position of emulation, in many cases for the first time. Achieving successes in their new roles gave the students a more positive feeling about themselves, thus existing relationships were easier to deal with. The maturity level in many of the students increased to the point of better communication and more control over situations. The students were given the opportunity to discuss the proper techniques in developing leadership skills to minimize the chance for failure.

The instructor stressed the importance for each youngster to be viewed as an individual with his own special needs. The students were encouraged to seek advice from immediate staff if a situation appeared at all perplexing, remembering that he is in a learning situation and not a qualified teacher.

Discussion existed concerning appropriate authority when at field placement or baby-sitting. Unique or emergency situations were discussed and when it is necessary to make a decision to call in an outside person or source. Simple precautionary methods were explained.

Family and Environment

Family experience for each of the participants has been limited as every student is in placement due to some type of family problem. Many have come from

single-parent families or families with little or no dynamics. The reality and acceptance of their own personal backgrounds leads to a healthier feeling for the family unit.

The few hours a week spent at the day care center became a valued experience for many of the students. It placed them in an adult or parent position to have a one-to-one relationship with a small child. This gave them the opportunity to give to a small child some of the very things that were not given to them: emotional strengths, limits, direction, and social acceptance.

Families in the community opened their homes to groups of students in our Education for Parenthood Program. The students were able to have many questions answered concerning family life and personal experience, family dynamics, sibling relationships and role identification. In these sessions the needs of the group were acted upon, as many of the students were getting ready to enter independent living. The need to be an individual and maintain the individuality, even in a close relationship, was stressed.

They discussed the family as a group made up of many parts, with each having its own identity. The necessity of communication of attitudes and feelings was stressed.

One girl said: 'Most all the marriages I know are terrible . . .

In Their Teens, Unmarried And Pregnant

By LESLIE BENNETTS
Of The Bulletin Staff

SHE IS 15 years old, unmarried and pregnant. It wasn't a sudden disaster, however; she started having sexual relations when she was 11.

"I didn't know nothin' about sex then," Carrie says disgustedly. "How did I learn? The hard way — and that's the worst way to find out about it. My parents only talked to me afterward, when it was too late. I guess they were waiting for me to come to them, and I was waiting for them to come to me, and it never happened."

Carrie will not have an abortion (mother didn't kill me, so I shouldn't kill my baby"), but neither does she plan to marry her current boyfriend, who is 19 and unemployed.

'The Old Way'

"Too many problems with young marriages," she shakes her head. "You marry someone like this, he'll always throw in your face he only married you because you're pregnant. Thinking this is wrong, that's the old way, the way my father was brought up. As soon as my father found out my mother was pregnant, he married her . But I don't want anything like their marriage.

"He's not hardly there at all. My mother had to be mother and father both to us kids. That's not right. I want a man who's gonna be there. Of my friends who get married when they're this age, half of 'em break up; they get a divorce or they start going crazy. I'd rather do it this way than jump into marriage. I'm not ready for it."

She snorts derisively. "I can barely cook."

Carrie lives in a South Philadelphia housing project with her father, a plumber, her housewife mother, two brothers and a sister; she will stay with her family, her mother helping to bring up the infant.

"Actually, my mother was happy," admits Carrie. "She wanted the baby. She has my little brother, who's three, but she wants another. Now she says this is gonna be her baby. She hasn't nothing else to do all day long, anyway."

Carrie is not unique. Her life and current lot are mirrored by countless girls throughout the country. According to a new Zero Population Growth survey of available data, one out of every five births in the United States are by teen-agers, who account for half of all out-of-wedlock births.

Manifold Problems

The problems created by teenage pregnancies are manifold: interrupted or termimated schooling, aborted career plannings, financial strain on a family which may already be struggling or on an overburdened welfare system; higher health risks than for mature mothers, complications for normal social development, not to mention future marriage; family turmoil.

And yet it is a growing phenomenon. Births to women under 15 have increased sharply in recent years, as have pregnancies among women 15 to 19, although their birth rate decreased slightly due to liberalized abortion laws.

Statistics tell us that one in ten American teen-agers has a baby in the teen-ager's teen years (only four in ten teen-age mothers are married), but in some areas such figures rise drastically. Ronnie is 16 and will bear her out-of-wedlock child this month; her five closest

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The Teen-Age Mother Is V

Continued From First Page

friends (ages 14, 15 and 16) are pregnant too, All are keeping their babies. None is planning to marry.

Not that Ronnie, a 10th grader, intended to get pregnant.

"I wasn't using anything. I just thought I wouldn't get caught," she smiles ruefully.

According to recent studies, the vast majority of girls who were not using contraceptives did not realize they could become pregnent — a full 71 percent. But even when they do realize it, the mental connection may not be something they apply to their own behavior.

"They know the words birth control, but they don't personalize it at all," sighs Thelma Heiser, a counselor at Comprehensive Services For School Age Parents, the Philadelphia school system's continuing education program for teenage mothers. "It doesn't have any relation to them; it's kind of meaningless, like something off in outer space. And also, a lot of times there's something involved with accepting the fact that you use birth control. That's an admission they plan to have sex, maybe an admission they don't want to make."

Then again, even information about and access to birth control may be no guarantee. "I was taking the pill, but I guess I forgot something one day," giggles one pregnant 15-year-old in kneesocks. These days, with girls as young as 9 asking for contraceptive devices, the problem seems to be reaching epidemic proportions.

Negative Associations

Most of the girls Thelma Heiser sees at CSSP do not marry the boys who made them pregnant. Like Carrie, 16-year-old Ronnie has negative associations based on her own North Philadelphia household where she lives with her mother and stepfather.

"I don't want no man beating me up and telling me what to do," she declares. "My boyfriend never hit me or nothing, but I don't trust men. Most all the marriages I know are terrible, including my mother's — fighting all the time, arguing about paying the bills. It's awful. I made one mistake already; I don't want to make another."

That one mistake, however, may be enough to alter irrevocably the course of a young woman's life. "I had college in mind, but I don't want to go away and leave the baby, so I guess I won't," Ronnie says wistfully. "I wanted to be a judge or a lawyer, but you have to go to law school. So now I might take a business course and be a secretary."

Sometimes even the goal of finishing high school seems unattainable after the baby arrives, bringing full-time responsibility. Some teen-agers whose own mothers stay at home (often supported solely by welfare) turn over care of their infants to the new grandma. But if the mother works, the girl is left to her own devices.

Pregnant at 15, Gail now has an 11-month-old toddler on her hands. Gail finished the 9th grade, but that was it; since her mother works full-time as a nurse, commuting to New York, Gail takes care of her own baby.

"I always wanted to be a stewardess, she says, her face brightening momentarily, "But I don't think I would ever have the chance now. I would love to go to college, but I don't know. I can't even get through high school now."

Familiar Story

Gail's story is familiar, and in fact seven of her 10 closest friends, all in the same age group, have illegitimate babies. Nor was the boy who impregnated her particularly important to her. "It was nothing really close — we just went out together,' she shrugs. She has not seen him since; "I don't miss him. I don't even like him."

Asked about birth control, she winces. "This was absolutely not planned. I didn't think it could ever happen. I never really paid any attention to it. I guess I knew, but it's just something you keep doing and never think you'll get caught. Then you do, and that's the time you think about it!

"I felt very, very sick. My mother never talked to me about stuff like that, though. She figured, you're young, you're not supposed to be doing those things anyway. But I was 14 when I first started with sex. He was 20, a truckdriver. Afterward I found out he already had a baby with someone else, but I didn't know that then."

The experience has certainly jaun-

Virtually a Child Herself

ced Gail's view of the male sex. "I gure they're all alike. They take iat they want and then, if anything ould happen —" she shrugs. "I'm ot interested in them like I used to . I was never interested in sex as uch as having a boyfriend, but it's most like I did it out of spite.

"My mother was very strict; she dn't want boys calling, coming ound to the house or anything. So hen I got mad at my mother, that's hat I did. When parents won't let you ive a boyfriend, you say, well if I ive to sneak, why not do the whole ing? It's like, I'll fix 'em. It was al dumb, but that's the way I felt."

Now Gail's social life is almost nonistent, "I hardly ever go out. I just ay with my baby all the time. I like eing with him, it makes me feel like m doing what I'm supposed to do. ut in some ways it's terrible, it eally is, because I'm so young.

"Sometimes I think, will I ever get arried, because nobody wants some-ne else's baby. I just started living, nd still have a long ways to go. I on't feel all that grown up. I don't hink I could manage by myself, sup-ort myself or anything.

"I don't have a complete education, o there's not too much I can do. And I lo think having a baby this way is dis-graceful. It's a terrible thing. But I guess you just have to make mistakes nd then try to learn from them."

Doesn't Always Happen

That, however, doesn't always hap-en. One of Gail's best friends is 15 nd has just borne her second out-of-vedlock child. Once a girl gets de-ailed from school and dreams of a ca-reer, going on to have more babies nay be all she can think of to do with ner future, and the figures show that females who have their first child in their teen years tend to have more children in quicker succession than their peers.

Nor is an aborted pregnancy neces-sarily a guarantee that a girl will be more careful in the future. Dusty is barely 18 and she is pregnant — for the second time. "I started having sex when I was 15. I didn't know nothing. I got pregnant and had an abortion, then went on the pill.

"But eventually I just stopped tak-ing it, because I was reading about how the pill makes you have blood clots, and I thought it might be mes-sing me up on the inside and I wouldn't even know about it. I knew I was going to get pregnant, I was going to have an abortion, but I waited, it got too late . . . I wasn't sure."

However, Dusty — whose parents never married and who doesn't see them anyway, having lived with her aunt since the age of five months — is adamant that she will not marry.

"Not me. I want to be a bachelor-ette. I want to live in my own house. I don't want to be dependent on nobody. I want to have everything on my own. These dudes ain't no good. They want girls to take care of them, and I don't want to take care of no man.

"They can get nasty and tell you to get out of the house. I want it to be my house, so I can tell them to get out! I don't even know if I'll stay with my boyfriend. I might get somebody bet-ter than him," she grins.

Despite her tough talk, more than anything Dusty would like to be the wife of a good man; her attitude to-ward marriage is based on the fact that she doesn't see any.

"Maybe there are dudes out there who will take care of you and your al-ready-made baby. If I found one of those, who has a good job and lots of money, I'd marry someone like that. Most of all I'd rather be a housewife with a good husband, but I don't want to marry nobody who's jumping from job to job and can't keep any one of 'em. So I ain't marrying — and my baby is going to be well taken care of," she says defiantly.

Namely, by her aunt, who will stay at home with the child. Dusty has given up her hopes of going to college, but wants to finish high school and get a clerical job.

Rising Statistics

Pregnancy is enough of an adjust-ment without its happening when you're 15 and without a mate — and yet the statistics continue to rise. Nor do resultant problems dissuade others; too often, the girl who sees her friends get pregnant all around her goes on to do the same herself, instead of trying to avoid the trap.

The reasons include inadequate birth control education, peer influence both in widespread early sexual activ-ity and the casual attitude toward its consequences, and perhaps a fatalism that if your mother is on welfare and you haven't seen your father since you were 4, the future isn't likely to hold an expensive education and a glam-orous job anyway, so what's the dif-ference?

Dr. Valerie Jorgensen, director of the adolescent obstetrical clinic at Pennsylvania Hospital, adds another reason.

"In lower socio-economic groups, babies are very loved. The stigma of illegitimacy is a middleclass or upper-middleclass syndrome; the girls I see are not ashamed. Their friends are having babies, their sisters or their mothers may have had babies like this. One of the bright spots of life in the ghetto is a newborn baby coming into the family. It is exciting and very precious."

It is also irrevocable, limiting for-ever the future opportunities of a young mother who may still be vir-tually a child herself.

SPECIFIC PROGRAM CONTENT

The Education for Parenthood Program was open to residents between the ages of 13 and 18, both males and females. It was not compulsory, but merely a free choice for the children in placement.

The first meeting consisted of sign-up and an explanation of the program and how it would be structured. Also, the participants were asked if they had any special concerns or topics to discuss in the group. A list was prepared and worked into the program.

The following is the curriculum schedule:

1. Pre-test administered. After the test was completed, the question was posed as to any problem areas. The tests were checked by the instructors to again help organize the program as to the needs of the participants.

2. The session began with the birth of a child and what instincts we are born with. Tried to show that almost everything in life is a learned experience, and even those learned in early life greatly affect one's personality structure and attitudes. Examples were given and group discussion followed.

3. Utilized the booklet, Getting Involved.* There was discussion in many areas including the need to see the world through children's eyes, communicating on their level, and physically getting down to their level. The group shared personal experiences of dealin with children.

4. Guest speaker - medical doctor. He spoke about birth control and venereal disease. The group was most attentive and asked mature questions. There was a strong need in this area for professional expertise, as evidenced by results of the pre-test.

5. Film "Helping Is...". In preparation for individual experiences in a day care center. This film depicted several common situations in the classroom. Discussion followed. Each of the participants spent two hours each week in placement at a day care center.

6. Discussion of the physical, emotional, and social growth of children. A chart depicting the physical development of a child from birth to five years was explained. The participants had the opportunity to ask questions and discuss the variables.

* See page 18 for resource list.

7. One of the most successful classes was role-playing. Many individual situations, from teacher-youngster conflicts to children interactions to parent-adolescent conflicts were posed to the participants. Role-playing took place for each of the situations with every member of the group having an opportunity to be involved. Those not involved in the particular situation were able to express opinions after the presentation. This worked so well that the class lasted over three hours.

8. Utilized the booket Child's Play. The situations given in the written material were read and then discussed. As an aside, the quality of the materials available in this program were well received by both the participants and the instructor. I personally have discussed them with educators and social workers from other agencies. I see the strong possibility of a place for them within our public school system.

9. Film, "Teacher, Lester Bit Me." The participants greatly enjoyed this animated farce and showed a great deal of reaction. The film was shown twice with discussion each time.

10. A Case Study of Family Stress. This is a recording which we listened to as a group. This session turned into a reality session with each participant expressing his feelings about his own family and the stressful situation they are in.

11. Film, "Seiko at School". Class reaction.

12. Film, "Girl of My Parents". Much discussion about a new way of life. Defined the term family and listed all the types of family structures we could think of. Got to be a brainstorming experience.

13. This session consisted of how to write a resume and the proper way to go about looking for a job. This was most relevant due to the type of youngsters in placement and the age of many in the group. A resume was written for one of the participants who is graduating from high school and was looking for a job.

14. Two sessions. Family rap sessions took place. The group was divided into groups of five or six participants each. The participants actually went into homes of individual families of different backgrounds, and were able to ask questions about their marriage, their children and relationships, their money management, etc. This was a most significant part of the program.

15. Session on budgeting and banking. One of the local banks sent a package used in this class. It contained a large check and record book and gave helpful hints on banking and budgeting. We created a budget for a situation family as a learning experience.

16. Filmstrip, "Discovering Your Personality". A good time for this as many of the youngsters were in the process of making future plans for school and living independently.

17. Guest speaker, physician from a drug center. He brought with him all of the drugs that are on the street and explained what they did if medically prescribed and what they did if abused. He was open and honest with the participants and explained that all he could do was educate them. Each decision in life is a personal choice.

18. Guest speaker from Planned Parenthood. Showed film on venereal disease and brought all forms of contraceptives.

19. Overview of program and recommendations.

20. Post-test administered.

21. Recognition dinner.

Each year the program has changed somewhat due to the changing needs of the particular group. The main goal of the program remains the same, and that is to inform and offer experiences to young people on realistic issues. Also, to have the young people feel comfortable enough to ask questions and become involved in the life cycle.

EVALUATION OF PROGRAM

The Education for Parenthood Program was an overall success. Many of the participants obtained invaluable experiences which will aid them in later life. One participant, in particular, has shown a vast progression in his overall behavior. His schoolwork progressed, his behavior stabilized, and he consistently met all the demands of the program. If we take a look at this youngster, who was considered autistic at the age of four, removed from his natural home for reasons of abuse and neglect, placed in a state facility for treatment emphasis and eventually at the age of eleven referred to Ivy House, where he still resides at the age of sixteen, we will understand the basic needs of the participant.

To see this youngster reporting throughout his EFP experience to all the sessions, responding to group motivation and reporting to his day care placment with 100% attendance, and finally, working the last two summers in day care or camp placement, gives one the full understanding of the impact the project has had on one participant.

This past summer, 10 out of 18 youngsters had summer jobs working with small children and were all successful. They have more self-confidence now and do better in all areas of their lives including their present living situation at Ivy House, their individual school relationships, and their higher tolerance and acceptance of daily life.

For many of the participants, this is the first successful event that has occurred in their lives. It is definitely a positive experience which is evident in the progress seen in each individual.

I personally obtained a great deal from working with this program. As social worker at Ivy House, it enabled me to be in a different role with the same youngsters that I work with daily. Relationships grew stronger that already existed and I was able to reach some of the youngsters with whom I had little relationship prior to the program.

Staff at Ivy House have seen the results of the program through the participants and it is hoped that more staff will become involved in the future. The program will continue at Ivy House for a long time to come, making the proper adjustments as new groups move in. It has been a positive experience for all those involved.

APPENDIX

Preschool Observation Form

Certificate of Achievement

Resources

WHAT HAPPENS IN A PRESCHOOL?

PRESCHOOL OBSERVATION FORM

Be sure to speak with the preschool teacher when you arrive at the school. The teacher will help you decide where to sit so that you can see things; and will let you know who can help you if a problem arises.

Name of Observer _____

Date _____

Name of School _____

Name of Teacher _____

Number of adults in the preschool classroom _____

Number of children _____

Approximate age group of children _____

Time of observation _____ O'clock to _____ O'clock

In the first five minutes of your observation sketch a floor plan of the classroom:

List five things you see children playing with. Show on the floor plan where these things are. Make X's for the girls and O's for the boys.

Close your eyes for two minutes. What are the sounds you hear most often?

List some activities started by the children:

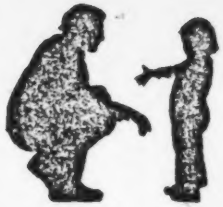
List some activities started by the adults:

What did you like best about this preschool classroom?

Was there anything you didn't like about this classroom?

What did you see that you didn't expect to see?

CERTIFICATE OF ACHIEVEMENT



Presented to

_____

For _____ *years of continued involvement in the*

Education for Parenthood Program

In grateful appreciation, we have hereunto set our hands and affixed the Seal of The Salvation Army this _____ *day of* _____ *in the year* _____.

_____
Site Director

_____
Instructor

RESOURCES

FROM - Exploring Childhood
Education Development Center
55 Chapel Street
Newton, MA 02160:

Booklets

Getting Involved - $2.50
Child's Play (Teacher's Guide) $2.30
Under Stress (Teacher's Guide)- $4.00
Family and Society, Part Three (Teacher's Guide) - $5.50

Posters

Directions in Development - $4.75
We Are a Family - $4.75

Record

A Case Study of Family Stress - $4.00
(text is in booklet, Under Stress)

Films

"Helping Is..." - 12 minutes, color - $149.00
"Teacher, Lester Bit Me" - 9 minutes, color - $105.00
"Seiko at School" - 7 minutes, color - $91.00
"Girl of My Parents" - 8 minutes, color - $114.00
(text is in Family and Society, Part Three, T.G.)

FROM - Guidance Associates
Division Harcourt-Brace-Jovanovich
41 Washington Avenue
Pleasantville, NY 10570:

Filmstrip

"Discovering Your Personality"

FROM - local bank: packet of materials re: budgeting and banking

FROM - Planned Parenthood/World Population: films and booklets re: venereal diseases, family planning, contraceptives